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THE ELEMENTARY SCHOOL JOURNAL

CONTINUING "THE ELEMENTARY SCHOOL TEACHER"

NOVEMBER 1917

EDUCATIONAL NEWS AND EDITORIAL COMMENT

The course of study in American schools can never be the same after the war that it was before. In a bulletin addressed to the teachers of New York state Commissioner Finley has put the matter forcibly. The bulletin is full of significant paragraphs; we must be content with a few sentences:

The War and the Schools

But beyond studying all those questions involved in this war, which is necessary to effective defense back of the line, and beyond the rigorous disciplines of those who are preparing for these same defenses, there are very practical services which the teachers can give in the very first line. They can help, person for person, teacher for soldier, to equip and fit and clothe and give spirit to those who are actually to enter this grim and mortal combat of the air, earth, or water.

In France I saw posted everywhere on the bulletin boards, in city and village, the most recent of the many proclamations and decrees of the central and local governments of France. Here were the words of advice or warning, of appeal or command. And these proclamations, I was told, were read and expounded to the children and villagers alike by the school teachers. In like manner you, teachers, are chosen to be the living voice of your government, national and state. The words of your President, the proclamation of your Governor, the appeals of your Council of National Defense, the needs of your Red Cross, must reach every ear in the Republic, and you, as no one else, can see that directly or through the children every home in your community is reached.

The Minister of Public Instruction of France early in the war made the proud claim that in all the schools of the Republic there was not a single teacher

who continued to live and move in the same narrow paths, or taught the same lessons in the same way, though the curriculums, I found, are practically unchanged, or undertook only the same tasks as before the war—no one who addressed to his pupils in these decisive hours only the customary words of yesterday. No greater satisfaction could come to me than to be able to make the same claim for the University of the State of New York that Albert Sarraut made for the University of France, in the opening days of a war which is now our war, that every teacher is serving the Nation as honorably, as devotedly, as unselfishly, as any soldier in the Army of Present Defense.

The task of the American school in these times is no sentimental task of arousing vague emotions of a patriotic flavor. It is the duty of schools to give pupils a new view of social and civic responsibility. We have lived through a period of individualism appropriate to the frontier, where every man was absorbed in the hand-to-hand struggle with nature. Now the crisis of the nation as a whole brings to our minds a new lesson, the lesson of national solidarity, co-operation, and interdependence.

The Bureau of Education and the Food Administration are doing a great service in bringing material for instruction to the schools. Every teacher should secure from the Food Administration President Van Hise's pamphlet entitled *Conservation and Regulation in the United States during the World War*. This pamphlet was prepared for higher institutions, but it is full of facts that ought to be presented to the lower schools.

The *Lessons in Community and National Life* have been announced in full in earlier numbers of this *Journal*. The October and November lessons are out and are being widely used. They can be secured by addressing the Food Administration in Washington.

There can be very little doubt that one result of the war will be a wider national interest in physical fitness. For years the effort to introduce physical training into the schools has been treated as a kind of local matter, somewhat important as a means of relieving the bad effects of city life or confinement in school buildings, but trivial and hardly in harmony with the main interests of the schools. Suddenly, with our army depending for its operations on fitness of body, the nation

**Physical
Education**

has come to a new realization of the importance of physical education. Not only are the schools being allowed to do something along these lines, but they are being urged from without and within to train up vigorous children so that we may have a strong and healthy nation.

Some of the current discussions of this matter may help to make the point:

BATON ROUGE, LA.—A comprehensive course in physical training, prepared under the direction of State Superintendent Harris by Professor J. E. Lombard, physical director of the New Orleans public schools, will be ready soon for distribution among the 8,000 teachers of the state. Copies of the course will be accompanied by instructions from Superintendent Harris to begin the course at the earliest practicable date. The course covers the various stages in the growth of the child from entry into the public school to graduation. It will be condensed to a small pamphlet, which will present its salient points so lucidly that any teacher can handle it.

The serious need for such a course was impressed upon Superintendent Harris by the large number of Louisiana's young men who could not pass the physical requirements for military service.

TRENTON, N.J.—That the physical training law enacted at the last session of the legislature to be adopted in the public schools of the state is the fullest recognition of the value of this training found in any American state was the declaration today by State Commissioner of Education Calvin N. Kendall in a letter to the school officials and teachers on the subject. The law will commence to operate at the opening of the new school term, as the course of instruction in physical exercises has already been prepared and announced by the Department of Public Instruction.

HARRISBURG, PA.—Immediate study of the subject of physical training for adoption for all schools of the state system outside of Philadelphia and Pittsburgh is to be undertaken by the State Board of Education. Such training is a part of the courses in the two cities and is optional in other districts.

As a result of discussion of the subject at a recent meeting of the board, Dr. J. George Becht, the secretary, was directed to make an inquiry into the manner in which it is carried on in the state and together with a committee consisting of Superintendent C. F. Hoban, of Dunmore, and R. T. Adams, of Warren, will prepare a report outlining an appropriate course for the schools. Under the law the board is authorized "to prescribe rules and regulations and to take such other action as it may deem necessary to extend and promote the physical and moral welfare of the children in the public schools."

The report will cover work to be done in all grades except the kindergarten and will also include training in high schools. It is possible that it will take up two hours a week, and so that there may be no interference with school

work it is possible that an extension of school hours may be recommended. It is understood that special emphasis will be placed on the hygienic aspects of physical training.

The city of Denver has opened junior high schools with deliberation and with insight into the problems which such an enterprise faces. The circular sent by the superintendent to **Junior High Schools** teachers and principals is worth quoting:

It must be understood that the junior high school ranks with the elementary school, but does not rank above it; the elementary school is first. There has been no attempt to assign the most excellent teachers to the junior high school at the expense of the elementary school. There has been an attempt to balance the new junior high school with the elementary school. The junior high school will fail unless we keep the balance. Assignment to the junior high school is no greater recognition than assignment to seventh or eighth grade. Assignments to and from the junior high school may be made with the same freedom in the future as assignments have been made from grade to grade in the elementary school in the past.

Elementary principals are requested to use the departmental plan of organization for at least the seventh and eighth grades and to conform as nearly as possible to the course of study of the new junior high school. A school may, by special permission from the superintendent, have the seventh and eighth grades conform very closely to the new junior high school, with classes in language, commercial subjects, etc. Such a school may, by special permission, make the hours of the seventh and eighth grades—8:30 to 12:00, and 1:00 to 3:30. Principals are not expected to allow small classes in the subjects mentioned above. Unless there is strong demand for such an organization it will be better to send pupils desiring the work of the junior high school to the Evans or Aaron Gove.

It is hoped to introduce gradually a junior high-school system throughout the whole city without inconvenience to patrons or teachers. We earnestly request all teachers to help in the movement.

The course of study which has been adopted for these junior high schools is shown on pp. 165 and 166. This shows a combination of traditional elementary subjects with subjects brought down from the high school. Especially when one notes the elective opportunities offered does it become evident that the student can save a full year by

**The Course
of Study**

anticipating courses which formerly were open only to those who had finished elementary schools.

PROGRAM OF STUDIES

Grade	Prescribed Work	Electives
7B	English 8 (Grammar Composition Literature Spelling Penmanship)	
	Arithmetic 5	
	Geography and General Science 5	
	Music 2	
	Drawing 2	
	Physical Education and Hygiene 5	
	Manual Training or Sewing and Cooking 4	
7A	English 8 (Grammar Composition Literature Spelling Penmanship)	<i>Elect one</i> Penmanship and Commercial Arithmetic 5 Latin 5 French 5 German 5 Spanish 5
	Geometry 5	
	American History 5	
	Music 2	
	Drawing 2	
	Physical Education and Hygiene 5	
	Manual Training or Sewing and Cooking 4	
8B	English 8 (Grammar Composition Literature Spelling Penmanship)	<i>Elect one</i> Bookkeeping 5 Latin 5 French 5 German 5 Spanish 5
	Algebra 5	
	American History 5	
	Music 2	
	Drawing 4	
	Physical Education and Hygiene 5	
	Manual Training or Sewing and Cooking 4	

PROGRAM OF STUDIES

Grade	Prescribed Work	Electives
8A	English..... 5 (Literature Composition)	<i>Elect one</i> Bookkeeping and Typewriting..... 5
	Arithmetic (Commercial)..... 5	Manual Training or
	Physiography..... 5	Sewing and Cooking..... 5
	Music..... 2	Latin..... 5
	Drawing..... 4	French..... 5
	Physical Education	German..... 5
	and Hygiene..... 5	Spanish..... 5
9B	English..... 5 (Literature Composition)	<i>Elect two</i> Bookkeeping and Typewriting..... 5
	Algebra..... 5	Manual Training or
	Music..... 2	Sewing and Cooking..... 5
	Drawing..... 4	Elementary Science..... 5
	Physical Education	Commercial Arithmetic..... 5
	and Hygiene..... 5	Ancient History..... 5
		Latin..... 5
		French..... 5
		German..... 5
		Spanish..... 5
9A	English..... 5 (Literature Composition)	<i>Elect two</i> Bookkeeping and Typewriting..... 5
	Algebra..... 5	Manual Training or
	Music..... 2	Sewing and Cooking..... 5
	Drawing..... 4	Elementary Science..... 5
	Physical Education	Commercial Arithmetic..... 5
	and Hygiene..... 5	Ancient History..... 5
		Latin..... 5
		French..... 5
		German..... 5
		Spanish..... 5

Figures after subjects represent the number of periods given per week.

Periods are 40 minutes long.

Double periods are arranged for manual subjects.

Professor B. T. Baldwin has been appointed to organize the Bureau of Child Welfare provided by the action of the last legislature of Iowa. This *Journal* asked Professor Baldwin to supply a statement of the plans of the Bureau, and is glad to print the following outline which he sends:

"The Iowa Child Welfare Research Station is established for the scientific study and investigation of so-called normal children. This is the first research

station in America for the conservation of the normal development of boys and girls, although several other states keenly feel the need of such a laboratory. Iowa's station aims to set a high standard of scholarly research within its field." The establishment of this station represents a step in advance in educational progress.

The conservation of human development its chief purpose.—The people of Iowa believe that Iowa's greatest institutions are her homes and schools, and the greatest assets in these are the normal boys and girls. Science has made wonderful progress during the past few years along the lines of the conservation of its natural resources of minerals, timber, coal, gas, water, oil, and the conservation of plant and animal life. A short time since we were told that two good ears of corn could be made to grow where one was growing, and today this is a reality. Within the next ten years the state of Iowa is going to make it possible for four or five normal boys or girls to grow up within a home or school where at present two, three, and sometimes four of every five are defective in eyesight, hearing, speech, have deformed or defective teeth, suffer from malnutrition, adenoids, and enlarged tonsils, special mental defects, or, what is still more serious, are delinquents, epileptics, potential paupers, drunkards, or criminals. The Iowa Child Welfare Research Station, established on a graduate basis at the University of Iowa, is going to stop some of this waste and save the state a portion of the tremendous expense and misery involved. Its functions will be to call the attention of the state and ultimately of the country at large to the possibilities and the methods of the conservation of normal boys and girls and to make a conscious effort to raise to a higher degree of efficiency those who are now considered normal. The program of the Research Station is positive, constructive, and scientific, for thoughtful people are no longer satisfied with temporarily "patching up" the by-product of humanity. The physical and mental defects and traits must be caught in the making and eliminated or trained to a higher degree of efficiency and usefulness.

Co-operation an important feature.—The Research Station will give its best time, thought, and energy to those things which are worth while in boys and girls. The state is its laboratory and the welfare of the state its goal. One of the fundamental aims is close co-operation with authorities working in allied fields. The work will be detailed, intensive, and consecutive, with the collaboration of the College of Medicine for the study of preventive diseases, nutrition, hygiene, and, later, speech defects; the College of Dentistry for the prevention of deformed and defective teeth; the Department of Economics and Political Science for social surveys; the Department of Home Economics for work in dietetics and home conditions; the School of Education for educative processes; the Department of Psychology for the analysis and development of mental traits and capacities.

Another important phase of this plan of co-operation is that the people of the state may bring their children to the director at the state university as a consulting psychologist for scientific examination and counsel.

Scientific research a fundamental aim.—The Station will also appoint research professors and assistants who will devote full time to the work, which will be organized along specific and detailed experimental lines. Some minor problems may be worked out in the course of a few months or a year; other basic problems will require considerably longer, although the results attained will be made known from time to time in technical monographs.

The dissemination of applied science a function.—The opportunities for class and home study in the state are many and promising. Some very definite work is being organized for the Iowa branch of the National Congress of Mothers and Parent-Teachers' Association. For example, a comprehensive source book on *The Physical and Mental Development of Children* is in preparation for the Iowa Child Study Committee. This volume will contain original material, experimental data, recommendations, and summaries of the best scientific books on the physical, mental, and social hygiene of the child, with careful directions and suggestions for study. Classes will be organized in all sections of the state, and type lessons and questions furnished, with carefully selected child welfare libraries assembled. Similar lines of work for the conservation of normal children are being organized for use by the Federation of Women's clubs, committees on child welfare, child hygiene committees, and other organizations.

Before this number of the *Journal* reaches its readers the political issues in New York City will have been settled by the election.

Gary Schools in New York The adjustments which follow the election will include important steps in the development or retrogression of the school system. The new mayor has as one of his first important official acts the appointment of a new board of education consisting of seven members. The policies of this new board will in some measure reflect the policies of the mayor.

What the two leading candidates think about education has been expressed almost entirely in terms of the bitter controversy which has been waged throughout the campaign over the Gary schools. The following extracts from addresses by the candidates will supplement the statements published a month ago. Judge Hylan is reported by the *Brooklyn Eagle* as making the following objections:

The traveling about from one classroom to another, from the lower floor of the building to the top, and on rainy days or in stormy weather the carrying of wet clothes, books, rubbers, and umbrellas, and the time allowed for play and amusement, all has a tendency to make many of the children weary, to become physically unfit, and they are unable to apply themselves to study or

work in the classroom. Others become nervous and excited, and it takes some time for them to quiet their nerves, and get their minds in a condition to study. As a result of these conditions, the children receive a much lower quality of education than under the old plan.

There is a kind of externality and vagueness in the charges made against the schools which is disquieting when one thinks that their author may be in position to control the greatest school system in the United States through the appointment of a new full board.

Mayor Mitchel's answer is given in the following extract from one of his addresses:

We have undertaken to democratize, if I may use that word, the educational facilities, in order that the children in our public schools may have the same facilities, the same advantages, and the same opportunities as have hitherto been accorded only to the children of the well-to-do in the expensive private schools. The playground, the workshop, the auditorium, the science room, these things are necessary to develop child opportunity and child life, to let physical development go hand in hand with the mental development in order that the mental development may be quicker and better.

No one knows better than I that there have been obstacles, difficulties, defects, and friction in the working out of that plan to give these new advantages to the children of all the people. These defects are the defects of administration, and I may say that, in some instances, some of these defects have been brought about by the deliberate purpose of a few within the educational system to wreck the experiment and make it appear to be what it is not.

Do you think that those men in the great array of manhood on that western front of Europe could hold back the onrush of those forces of aggression and autocracy as they have done if there had not been a virile childhood in France, in England, in Italy, and in the other allied nations? Do you think that if America had not concerned herself with her childhood we would be able to send abroad, as we are doing today, great armies of the Republic, to take their places by those others and to protect this country from what otherwise might come to her shores? Yet it has been said by all those who have been engaged in the selection of the men for these new armies that one thing stands out—that the young men of America have not had the physical training in their early youth that would make them as efficient physically as the soldiers that America sends out ought to be. Therefore it is our concern for that reason, as well as for the general reason of humanity, to care for the children of our city.

What the other people in New York think is not so easy to find out. There is the bitterest partisan feeling, as is indicated by the following news item, dated October 19:

Spurred on by hysterical parents, nearly 4,000 children took part in violent demonstrations against six schools in the Bronx today. The police were attacked repeatedly with sticks, stones, milk bottles, and even garbage cans. The fights lasted from 8:30 o'clock until the afternoon. Ten children and one man were arrested.

Police reserves were called out tonight to disperse 5,000 persons who were holding what they called an anti-Gary meeting in the Bronx. Policemen who attempted to break up the meeting on the ground that it was being held without a permit were hooted by the crowd, which refused to move. When the police reserves arrived they were met by a shower of stones and sticks.

The police made a few arrests, and the crowd followed the prisoners to the police station. It was necessary to summon every available patrolman and Home Defense League member in the district before the crowd was dispersed.

Full investigation of what he termed the "strong, sinister influence" back of the rioting of the school children will be made by the Board of Education, according to an announcement made tonight by President W. G. Willcox.

"There seems unquestionably to have been a strong, sinister influence that gave the children at first an organization they could not possibly have attained of their own accord," Mr. Willcox said.

Parents of the children received the opportunity tonight to state their grievances before members of the Board of Education at several meetings held in the affected districts. Moving pictures depicting various phases of the Gary plan were shown at the meetings.

Two of ten boys arrested during the rioting today were fined and the others were paroled in the custody of their parents for examination on Monday. A man arrested after he had harangued a crowd of the youngsters was held for further investigation.

The rioting pupils repeatedly assembled after being dispersed by police reserves, and school officials declared they were urged on by persons who addressed them along the streets. Scores of mothers, hearing of the rioting, rushed to the schools, many of them joining the parades that trooped through the streets.

The *New York Tribune* represents the belief of others in its editorial columns as follows:

The truth of the Gary plan is already familiar to thousands of parents throughout the city. Whatever its defects of detail and execution at the present time, there can be no debate as to its purpose and goal. Its goal is to give to every child in the city schools exactly the same rounded education now available in the most up-to-date and expensive private schools.

There is a general tendency under many names to realize the truth that book learning is only part of a child's education. It is an important part, and the Gary idea does not neglect it; counts, in fact, on getting better results in the book learning by stimulating the child's interest in other directions at the

same time. But the other side of life, the contact with pots and pans, with plane and saw and hammer, with the visible world of art, with directed play, is now realized to be quite as important.

The theory has nothing to do with education in trades except as an aptitude thus developed in early years leads to later study. The private school teaching carpentry and cooking does not aim to make cooks or carpenters, necessarily. Neither does a Gary public school. The sole aim is to develop every faculty into a rounded personality, on the theory that, whatever trade or profession or business the boy or girl may ultimately choose, the rounded development of body, mind, and spirit cannot but help.

Those of us with a country upbringing will feel that much of what the Gary school teaches in class is the natural diet of the ambitious boy on a farm. Yet the system also offers great opportunities unknown to the self-taught country boy. It is undoubtedly the best system yet devised for giving city children the complete educational advantages of all-round American life. It offers the broadest kind of training. It sets a new mark in city schooling.

It is, in short, exactly all the things that Judge Hylan said it was not. By substituting white for black in the remarks of the Hearst-Murphy candidate his dissertation can be made quite accurate.